

Birdsville State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Birdsville State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

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| Education region | Central Queensland Region |
| Year levels | Kindergarten to Year 6 |
| Kindergarten registrations | 2 |
| Enrolment | 4.2 |
| Aboriginal students and Torres Strait Islander students | 20% |
| Students with disability | 23% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 1121 |

About the review

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|  1 reviewer from 19 June 2025 |  23 participants |  6 school staff |
|  6 students |  3 parents and carers |  12 community members and stakeholders |

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Systematically enact collaborative moderation processes, focusing on the planning stage and analysing student work at multiple junctures, to strengthen understanding of the Queensland kindergarten learning guideline and achievement standards.

Develop a shared understanding of the contemporary teaching of reading within the AC, through embedding in unit planning to consistently enact a whole-school approach.

Domain 8: Implementing effective pedagogical practices
Establish regular opportunities for professional learning and discussions about effective pedagogy to develop a shared language and understanding of pedagogy.

Collaboratively implement systematic opportunities for modelling, reflection, observations and feedback to support staff in implementing effective pedagogies and continuously refining their practice.

Domain 7: Differentiating teaching and learning
Formalise a multidisciplinary multi-tiered system of supports approach to coordinating support services, involving teachers and key stakeholders, to maximise targeted support for identified students and families.

Key affirmations



Staff describe a strong collegial culture that contributes to improving student outcomes.

Staff highlight the effectiveness of the principal's supportive leadership style, and express appreciation for how the principal sets and leads high standards and expectations. Staff describe working as a cohesive team to drive school improvement priorities. They emphasise the importance of collegiality and working together to improve student outcomes. The principal and staff highlight how the small team culture enables strong relational trust, commenting that everyone is supported to work from their strengths and feels safe to discuss wellbeing, work and planning.



The principal and staff celebrate how partnerships with external agencies and key stakeholders contribute to improved student wellbeing, engagement and learning.

Parents and community members mention the positive impact the principal and staff have in the community. They discuss how the principal and staff partner with cluster schools, businesses, organisations and councils as well as participating in celebrations and commemorations to enhance positive relationships in the community. Parents highlight the Curriculum Café events hosted by the principal, through which families are regularly invited into classrooms to celebrate learning and student progress.



The principal highlights how staff and students use visible learning strategies to support goal setting, visualise success criteria, track progress, and clarify the focus of teaching and learning.

Staff explain that feedback is embedded in everyday practice through conferencing, dialogue, and learning wall prompts. Learning is celebrated through Curriculum Cafe events where students share and reflect on their learning with peers, families and the community. Staff describe how the curriculum is contextualised using familiar and real-world examples, such as local snake habitats and historical sites. They explain this approach is used alongside 'Bump it up' walls and learning walls to reduce students' cognitive load and increase engagement.



The principal, staff and parents describe the school culture and environment as calm, predictable and inclusive, which supports positive learning behaviours.

The principal, staff and parents convey that learners are supported to follow consistent routines, and receive flexible adjustments to fully participate in school events. The principal discusses how using Zones of Regulation¹ and providing parents with daily positive feedback supports students' emotional literacy and strengthens school-family partnerships. The principal, staff, families, and community members mention how the wellbeing supports provided, such as a food and shoe program, work alongside the 'Pelican Points' positive behaviour recognition system to support student engagement.

¹ Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.